

Garden Grove Unified School District

Children and Families Commission Of Orange County

California Children and Families Commission School Readiness Program Phase 1A Application

October 15, 2001

Part III: Participating School(s) - Garden Grove Unified School District (Orange County)

Schools: Please list the names and CDS codes of all the schools included in the School Readiness Program/System. Each school should be a qualifying (i.e., high priority) school per the Guidelines for the RFF. (Note: The first school listed on this form may be used by CCFC for the purpose of Application identification.)

CDS Code*	District and School	Enroll- ment	Grade Span	% students eligible to receive free or reduced- price meals	% enrolled students that are English Language Learners	** Current II/USP or CSRD school or IASA Schoolwide	Current API (Academic Performance Index)
30-66522- 6028294	Clinton-Mendenhall Garden Grove Unified	720	K-6	76%	69%	IASA	542
30-66522- 6028757	Skylark Elementary Garden Grove Unified	690	K-6	97%	88%	IASA PENDING	492
				%	%		
				%	%		
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* CDE County (2 digits) - District (5 digits) - School (7 digits) coding system as published in the California Public School Directory. (Example: 01 61119 Alameda Unified 6110779 Bay Farm Elementary). Other terms are defined in the Guidelines to the RFF.

** II/USP (Immediate Intervention/Underperforming Schools Program) designates involvement in California's education improvement program; CSRD (Comprehensive School Reform Demonstration) designates involvement in the federal education improvement program; IASA (Improving America's Schools Act) schoolwide projects refers to Title I schools that develop a schoolwide plan for education improvement rather than focusing services on individually identified students.

COLLABORATIVE PARTNERS
School Readiness Programs Application

Name/Title	Signature (Optional)	Agency and Address	Phone/Email
Laura Schwalm, Superintendent		Garden Grove Unified School District 10331 Stanford Ave. Garden Grove, CA. 92840	(714) 663-6111
Pat Halberstadt, Director/Chief Professional Officer		Boys & Girls Club of Garden Grove 10540 Chapman Ave. Garden Grove, CA. 92840	(714) 741-0962 path@bgcgg.org
Leon Raya, Director City of Garden Grove Community Services		FaCT/FOCUS Collaborative Buena-Clinton Neighborhood Coalition	(714)741-5215
Gayle Forgey, Asst. Principal, CBET		CBET Garden Grove Unified School District 11262 Garden Grove Blvd. Garden Grove, CA 92843	(714) 663-6154
Janet Scott Vice President, Human Resources		SHURflo 12650 Westminster Ave. Santa Ana, CA 92706	(714) 265-6737 janet@shurflo.com
Rosemary Davis, Principal Clinton-Mendenhall		Clinton-Mendenhall Elementary School 13641 Clinton St. Garden Grove, CA 92843	(714)663-6146
Sharon Hazelleaf, Principal Skylark Elementary		Skylark Elementary School 11250 MacMurray Garden Grove, CA 92841	(714)663-6336
IBM		IBM	

SCHOOL READINESS PROGRAM DIRECTORY INFORMATION (SCHOOL READINESS PROGRAM PROFILE)

Briefly summarize the major elements of each School Readiness Program (or System). Your summary will provide an overview for reviewers and be included in the School Readiness Programs Directory.

County Commission: Children and Families Commission Orange County. Address: 10 Civic Center Plaza, 3rd floor Santa Ana, CA. 92701-4062 Phone: (714) 796-0464 FAX: (714) 834-4790	Contact: Carolyn Lambert Title: School Readiness Coordinator, Garden Grove Unified School District School Readiness Program; Clinton/Skylark Family Resource Center Street: 10331 Stanford Ave. City/Zip: Garden Grove, CA 92840 Phone: 714-663-6587 FAX: 714-663-6567 E-Mail: clambert@ggusd.k12.ca.us
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School District/School	Enrollment	Grades	School District/School	Enrollment	Grades
Clinton-Mendenhall	720	K-6	Skylark Elementary	690	K-6
Community Characteristics	Clinton/Skylark Family Center will serve the 1,410 families served at these two GGUSD Schools. The majority of English Language Learners in this community are Spanish speaking (86%). Services will also be offered in Vietnamese as 8% of the community is Vietnamese. Free and reduced lunch eligibility in this community is 97%. This year 191 students began their educational careers at these two schools.				
Services and Programs (5 Essential and Coordinated Elements)	A model Family Resource Center and School Readiness Program providing: quality education for approximately 400 preschoolers and their families 200 four and five year olds will receive School Readiness classes, 100 current five-year old Kindergarten students who are struggling (at risk) will receive "Kinder Help", and 100 children 0-4 years will receive enhanced services in collaboration with CBET. <ul style="list-style-type: none"> • adult literacy and parenting classes for adults • Health services and resources, community outreach, and translation services • a "medical home" for incoming students to receive health screenings, referrals, immunizations, and early intervention for medical needs. • A lending library to encourage parent participation in early literacy skills • an after school intervention program for five-year olds currently attending kindergarten • Developmental screenings and intervention plans will be tracked through a portfolio for incoming kindergarten students. A steering committee with meaningful participation and input by families and all other service providers will insure coordination of support.				
Collaborative Partners	<ul style="list-style-type: none"> • GGUSD • Boys and Girls Club of Garden Grove • FaCT / FOCUS Collaborative of Garden Grove: - Buena-Clinton Neighborhood Coalition • CBET • IBM • SHURflo • Assistance League (Operation School Bell) 				

Narrative Description of Phase 1 School Readiness Program (or System)

A “description” that addresses the questions listed in this section is needed for: **a) each School Readiness Program in the county application, and/or b) a district or countywide system with school/community descriptors for each participating school (questions 1.b. and c. and 2.c. below)** that deliver the 5 ‘Essential and Coordinated Elements’ and that meet fiscal and quality requirements. Each participating County Commission may submit one combined application that includes “descriptions” and budgets for the proposed Phase 1 School Readiness Programs (and/or System). *Consult the “Guidelines and Tools for Completing a School Readiness Program Application” for full instructions on how to prepare your program narrative.*

1. PROGRAM/SYSTEM DESCRIPTION

a. Provide an overview of the School Readiness Program/System, including communities to be served.

The Garden Grove Unified School District, in partnership with the Boys and Girls Club of Garden Grove, will create a model Family Resource Center and School Readiness Program which can be replicated in other communities, combining quality education for preschoolers and their families. This collaborative endeavor will also be actively supported by the organizations participating, the FaCt/FOCUS Collaborative of Garden Grove, CBET, and private contributors (IBM, SHURflo). This research grounded project will embrace best practices in providing school based early education services with kindergarten transition programs through voluntary family participation. In addition, instruction will be offered to community families in ELD and literacy, parenting skills, health screenings, referrals and immunization services, and a community lending library.

This collaborative program will allow incoming pre-kindergarten students and their families to be provided with a field-tested and evaluated school readiness and parent education curriculum. Additionally, participating preschoolers will be assessed for developmental, health, and language concerns. The family resource center site will be at the corner of Trask and Clinton in Garden Grove and will serve students in the attendance areas of Clinton-Mendenhall and Skylark Elementary Schools (1,410 total enrollment for both schools). Languages of highest concentration at Clinton-Mendenhall are Spanish at 67% of the ELL population and Vietnamese at 8% of the ELL population. Languages of highest concentration at Skylark are Spanish at 86% of the ELL population and Vietnamese at 5% of the total school site ELL population. Personnel costs include a bilingual language clerk who will work with the administration and coordination of existing services and infrastructure in the local community to ensure that our families receive access to information in their native language as well as English. This will provide the parent and family support crucial to an inclusive and culturally sensitive program.

The physical location of the family resource center was chosen because it is easily accessible to students from both Clinton and Skylark Schools. Skylark is a busing school, pulling 100% of its students from the Clinton neighborhood. The preschool-aged children (4-5 year olds) and their families entering both these schools would be served by this proposed facility. Current kindergarten enrollment at Skylark is 97 students and at Clinton it is 94, making a total of 191 incoming kindergarten students at these two sites for the 2001-02

school year. There is little opportunity for extended day programs in Clinton and Skylark schools because the kindergarten teachers team teach, partnering with the alternate (a.m. or p.m.) teacher. Current kindergarten students will have access to an after-school intervention program (Kinder Kids) to help at-risk students achieve in their first year of school. Extrapolating from this, we can expect to serve approximately 300 families and children. Additionally, health, community outreach, and adult education services will be offered to the entire Clinton/Skylark community (1,410 families total).

b. What are the strengths and needs of the families and communities served by the targeted schools?

Garden Grove Unified has a large population of students coming to kindergarten lacking the preschool experiences necessary for success in school. In the summer of 2001 pilot programs at 3 target sites (API scores in 3rd decile or lower) served 81 incoming kindergarten students and families. Curriculum, materials, and teacher training were field-tested and evaluated to create a prototype model for eventual implementation throughout Garden Grove Unified School District. A component of this project is the parent inservicing to instruct parents in strategies proven to help raise student achievement. The populations of these two schools is dense in ELL, consequently English language development will also be a component of the parent program. Garden Grove Unified, in coordination with CBET, will continue to fund English classes to families in this community. The family resource center will make these classes more accessible as it is situated in the heart of the neighborhood.

During the summer pilot program parents participated in weekly parent trainings. These trainings were instructed in Spanish, Vietnamese, and English to all 81 families attending the summer school readiness pilot. There was 100% turnout at every parenting class, exemplifying the desire in the community for these services. Parents were involved in evaluating the strengths and weaknesses of the pilot program. They were active in the health assessment, developmental assessments for the incoming kindergarten portfolio, and a family entry survey. The parents were active in discussions of what children need to come to school knowing to be successful in school and what families can do at home to bring this to fruition. They also requested more opportunities for parenting classes, English language literacy classes, nutrition information, and translation services to help with job search. Child care will be a part of all parent inservicing due to the numbers of children under school age. With family focus and decision-making through parent/family support services we will continue to build on family and community assets, with a plan containing connected assessments, prioritized goals, strategies, partners, and program evaluations. A school readiness steering committee containing family members from this community will assist in any redesign which may be required as this project is set into motion. This committee will include representatives from CBET, nursing staff, community liaisons, FaCT/FOCUS Collaborative, GGUSD special education, GGUSD Office of K-6 Instruction, Boys and Girls Club, and private partners.

One of the needs addressed in the summer pilot was lack of school supplies in the homes of Clinton and Skylark students. A transitional backpack was field-tested as part of the parent inservices. In the backpack the students were given the tools needed to practice their new learnings. As a concept was introduced at the weekly parent meetings (i.e., fine muscle activities to prepare for writing) the tools needed to practice that concept (i.e., scissors, crayons, clay) were added to the backpack. This was a great success. The students gained a sense of responsibility in maintaining their backpacks and school supplies and the parents learned appropriate techniques for practicing school skills with their children. This backpack

project will be a part of all school readiness projects in the future. This project resulted in significant increases in the level of learning, responsibility and empowerment of all who took part.

c. What results are expected for children and families?

Sustained long-term results for children and families requires integration of services into an easily accessible system. Through deliberate and collaborative work, both short and long term results will achieve 3 goals:

- Improved family functioning through a credible action plan which draws on family strengths. Already in place in Garden Grove Unified is a field-tested school readiness curriculum, staff training model and parent inservicing model which directly address best practices as defined by Desired Results, Pre-kindergarten Learning and Developmental Guidelines, State Kindergarten Standards, and the first Class document published by CDE. Additionally, a teacher and parent survey is being utilized to guide the fine-tuning of this curriculum so as to gear it to the needs of the local community. Neighborhood networking is also an expected result of this project. Parents will be encouraged to exchange phone numbers and communicate with each other regarding child rearing practices, neighborhood safety issues, and concerns about school. This networking will lead to empowerment as parents grow in self-sufficiency and involvement in the educational system and their neighborhood activities. The personnel costs reflect the hiring of seven part-time teachers to implement this curriculum to preschoolers and their parents in the school readiness classes.

- Improved child development as evidenced by children learning and ready for school. The school readiness program's inclusive and culturally competent capacity to prepare children and families for school success will be measured through results based accountability. A strong evaluation component is already in place for students and programs. Through GGUSD information systems a tracking data base will be set in place to follow the progress of these students throughout their school years. GGUSD has an Assessment and Registration Center whose services will be called upon to aid in language assessments and school registration. A smooth transition from home to school through access to high quality and developmentally appropriate educational experiences is one of the goals for improved child development. All of these will lead to one of the ultimate goals of GGUSD: "Every child a reader by 3rd grade". A part-time data clerk will input information on these students into a newly designed kindergarten assessment portfolio.

- Improved child health through integration of community resources and referrals at this easily accessible site will cause students to arrive at school immunized, pre-screened for special health needs, and ready for school. Program infrastructure, administration and evaluations will exemplify collaboration, systems integration and coordination of existing services and infrastructure to insure these goals. Physical well being, improved nutrition and health care, tobacco and drug prevention, and easier access to services and supports in the community are some of our goals for improved child health. The Family Resource Center will serve as a single point of entry for incoming students, with school and community service integration and use of centralized resources. Beyond shared accountability within the system, there will be increased accessibility of services throughout the system. This Family Resource Center is a conveniently located service site, hubbed with other service providers and available to working families in the neighborhood through easy accessibility and flexible scheduling.

2. SERVICES AND PARTNERS

a. What strategies and partners are currently in place that address the 5 "Essential and Coordinated Elements"?

Already in place in Garden Grove Unified is a field-tested school readiness curriculum, staff training model and parent inservicing model which directly addresses best practices as defined by Desired Results, Prekindergarten Learning and Developmental Guidelines, State Kindergarten Standards, and the First Class document published by CDE. Additionally a teacher and parent survey was conducted and is being utilized to guide the fine-tuning of this curriculum so as to gear it to the needs of the local community. The goal of this curriculum is to ensure a smooth transition between home and school, and parenting approaches which have been shown to raise achievement for students.

Partnerships already exist with the members of the FaCT/FOCUS Collaborative (Family Opportunities Creating Unity and Support) due to the fact that the special education department of GGUSD supplies FOCUS with the majority of its referrals. Through the Garden Grove Community Services Department this collaborative has received a grant to create the Buena-Clinton Neighborhood Coalition. This coalition will offer services to the Santiago High School siblings of the children to be serving through the school readiness / Prop. 10 grant. Services offered to these older students will include counseling in the areas of pregnancy prevention and higher education opportunities, parenting and fatherhood classes, job training and job search skills, and a Teen Center with crisis counseling and intervention when necessary through the juvenile justice center. These services will be offered this year at the police substation in the neighborhood. We will work together to train their staff, collaborate with case management, and provide technical assistance. Buena-Clinton Coalition will not be offering pre-K classes, nor will they offer adult literacy courses. They hope to work with private child care providers but will use school district staff to guide these trainings. Discussions with this group has revolved around how best to hub all these services together into one "full service center" for all the members of the families in this community. As you can see, none of the services overlap, yet paired together they can provide a whole system approach to every component of school readiness.

The CBET program, which is currently established in the two target schools, will join the school readiness program as a collaborative partner. Last year CBET served 29 Skylark parents and 76 Clinton parents with Adult ELD/Literacy classes. CBET also provided child care for 68 Skylark children (aged 0-4) and 129 Clinton children (aged 0-4). The Clinton numbers are twice as high as the Skylark numbers. The challenge in providing CBET services within this neighborhood is that Skylark is, as previously stated, a busing school. This makes transportation difficult for many parents. CBET is committed to leveraging the costs of teachers and supplies so that CBET services can be offered in the neighborhood where these families live, at the family resource center. These services would add approximately 200 more children aged 0-4 and 100 more adults who would be directly served at this proposed center.

Because of the concern that the modular portables planned for the Family Resource/School Readiness Center may not be completely functional by December 1, 2001, an alternate location to begin serving children and families has been sought. SHURflo, a large employer in the neighborhood, has offered the temporary use of four of their classroom spaces. SHURflo is moving their warehouse in March 2002 so we have access to four empty classrooms until that time. This is over 3,000 square feet of space. In this neighborhood rent is \$1.10 per square foot. This private partnership will ensure that services will be given to families beginning December 2, 2001. SHURflo employs many of the parents of the families to be served by the school readiness program. Garden Grove Unified has collaborated with SHURflo for the past five years, giving them credentialed teachers to teach ELD to their employees. These services will now continue being offered at the proposed family resource center after SHURflo has moved. The proposed infrastructure budget reflects the purchase of three portables with Boys and Girls Club leveraging \$60,000 toward these buildings. These building will be furnished appropriately to house the front office, nurse's

office, adult education and teacher training room, and two school readiness classrooms for the 4-5 year old program. Technology costs reflect the purchase of presentation equipment and computers for data input and adult literacy classes.

B,. What new strategies and partners will be implemented to further address or expand/enhance the 5 “Essential and Coordinated Elements”?

A lending library will be part of the family resource services offered. Because of the economic level and literacy level of many of the families served by this grant, there are often no books in the home. The nearest public library is on Newhope Ave., out of walking distance for this neighborhood. Through books purchased in conjunction with money leveraged through CBET, a library center and lending library will be created for parents and children attending the school readiness program and the after school kindergarten intervention program. Through weekly parent trainings ways to share books with children and ways to encourage language and concept development with children will be modeled. Books will be chosen from two California Department of Education lists: Books for Preschoolers and Recommended Readings in Literature.

During the summer pilot “Getting Ready for School – A How To Photo Album for Parents” was created. This album will be used to inservice parents in the many ways they can help at home to prepare their children for a lifetime of learning and literacy. Many of the parents in the target communities are illiterate in both English and their native languages. This album was created because, “a picture speaks a thousand words”. The photos in this album are of parents working at home with their preschool children on activities to prepare students for schools. These activities will be inserviced at the weekly Parent meetings. The photos in the album have been reproduced as overheads so parents can actually see what these strategies look like when employed at home by parents. The goal of this album is to make schooling more inclusive and culturally appropriate for our families, empowering them to be good “first teachers” for their children. The focus is to build on family assets with proven best practices to ready a student for school. Many families do not know what it looks like to, for example, share a book with a child even though the sharing and concept development is being done in a language other than English. When the photos are shown, the parents realize, “Yes, I can do this”.

c. What are the specific roles and commitments provided by the participating schools?

Clinton-Mendenhall will provide the secure property needed to install the portables, which will be the beginning of an all-encompassing family resource center. This property is on Clinton school’s land, is fenced, and is maintained by Clinton and GGUSD custodial staff.

The two participating schools will interface with the School Readiness Program to coordinate all documentation of students served. They will additionally commit to offering their CBET services (ELD and child care) at the Family Resource Center site. The participating schools will provide information on at-risk kindergarten students who would most benefit from an after school intervention program. The schools will commit to employing the information contained in the incoming Kindergarten portfolio and ensure that the tracking system for students served through this Prop. 10 grant will be monitored throughout their school years to gauge the success of the services being offered to children and families. Because building upon family and community assets is essential to the success of this program, schools will encourage families to participate in the steering committee and decision-making for this center. Through the existing School Site Council, English Language Advisory Committee and

Parent Teacher Organizations “power parents” in the community will be accessed. Through the empowerment of these parents as leaders in the community we will begin the process of facilitating parents to become partners as well as leaders in the community. This community investment is integral to the sense of ownership necessary for parents to feel included and competent to make future decisions for their children and their community. The immigrant families attending Clinton and Skylark are either new or first generation Americans. This population is often silent, allowing policies and decisions to be imposed upon them without playing a part in how these decisions were made. The schools are seen by this community as a safe and culturally sensitive place from which they can learn and progress. This is our strength. The result of this trust in the system will be family and community self-sufficiency and positive integration into American society.

District nurses serving these schools are committed to serving the students in the school readiness/family resource center. Services offered by district nurses will include speech, visual, hearing, and dental screenings, immunization updates and TB testing, physical exams, developmental screenings and intervention plans, nutrition and safety inservices for parents, and referrals to appropriate resources. These services were all field-tested this summer with wonderful results. The families were very appreciative of the screening, physical exam, family medical history review, and referrals offered this summer at the school readiness pilot. Referrals this summer which will continue to be part of our community resources offered included free dental clinics, optometrist services (glasses paid for through Lions Club), Operation School Bell (free school uniforms through the Assistance League of Garden Grove), and low cost health insurance options. Nutrition, alcohol, tobacco and drug prevention and infant care inservices will also be offered to the families. This part of the grant will ensure that students have a “medical home” in the neighborhood and will come to kindergarten pre-screened and pre-served. This will be the task of the 25 hour nurse proposed in the personnel budget.

d. How will coordination/integration of current and new services and resources for this School Readiness Program/System be addressed and supported?

Through the school readiness steering committee current and new services in this neighborhood will be coordinated so that families are best served in any and all ways needed to prepare them for school. Services will be streamlined to target families through consistent communication with the Buena-Clinton Collaborative to streamline services to target families.

Currently the district school nurses assess students in their Kindergarten year for speech, vision, etc. This screening will now be extended, through this grant, down to the pre-K students, so that all needs are identified and met before entry into the formal school system. CBET is already a collaborator in the education of adults in English language literacy and child care. This collaboration will be extended with training of CBET personnel in best practices and desired results for school readiness so that child care will evolve into a readiness education curriculum. CBET in turn will offer their personnel for the adult literacy classes for Skylark and Clinton parents. Many more families will be served this year than were served last year by CBET because the services will be brought right into the neighborhood, making them easily accessible (within walking distance) to families, thus maximizing existing services. Kindergarten mentors and facilitators will continue to be utilized to train school readiness teachers in what is needed for a child to be ready for school. The collaboration with Boys and Girls Club will continue to grow as we integrate services offered and means of leveraging these services. The school district, through the family resource center, will be the “hub” from which the integration of all community services necessary for school readiness will emanate.

3. OPERATIONS

a. How has/will collaborative planning and decision making be accomplished?

Because collaboration already exists so deeply with Boys and Girls Club, they have been an integral part of the planning and decision making regarding services which will be offered through this grant. Boys and Girls Club recognized the need of more classroom space in which to offer services and so has leveraged \$60,000 to help with the purchase and installation of a portable classroom. Collaboration will continue with both Boys and Girls Club and CBET in regard to teacher training and curriculum. CBET will not only give the resource center the personnel necessary for adult literacy and child care classes, they will also provide materials and supplies to ensure that proper materials are available for all of the services being offered to the 0-5 year children and their families in this neighborhood. GGUSD Special Education Department and Department of K-6 Instruction will be part of the steering committee and will collaborate on all decisions, especially those involving case management of special needs students.

b. How does your staffing and professional development support the results and strategies for the 5 “Essential and Coordinated Elements” for the children and families to be served?

At the School Readiness pilot and field-test this past summer seven instructional aides went through intensive training in best practices for children which are developmentally appropriate. They all received the CDE document, “Prekindergarten Learnings and Developmental Guidelines” and “Getting Ready for Kindergarten” a parent manual published bilingually by San Mateo County Office of Education. These aides are all employed part-time by GGUSD to work in the schools, either as classroom aides or community liaisons. They are well educated (5 have Bachelor of Arts degrees, one has a teaching credential and BCLAD), bilingual (4 Spanish, 3 Vietnamese), and are all pursuing careers in early childhood education. These people will be the core personnel to begin this program. Because they work for the district only 3 hours per day, they are available for a second job at the Family Resource Center. Professional development will continue to be integral to the success of this program. Staff will commit to ongoing training on curricula and approaches to teaching and working with parents to ensure success. As well, parents will be identified who could potentially become leaders in the community. They will be trained through working in the classroom (all parents will work in the school readiness classroom one day per month) and at parent inservices, with the eventual result of families taking over the responsibility of helping each other prepare their children and their families for the American educational experience and all that entails. This will bring about an overall systems change in this neighborhood in years to come.

Additional information provided after CCFC review.

**Garden Grove Unified School District
Prop.10 / School Readiness Application**

Strengths

- 1. The application provides a variety of data and references appropriate guidelines and standards (e.g., ‘First Class’ and ‘Desired Results’).**
- 2. The School Readiness Program builds on existing infrastructure provided by the Family Resource Center systems and services.**
- 3. The plan for career advancement and networking opportunities for parents is commendable.**
- 4. Cultural competency was demonstrated by the use of bilingual staff, informal supports and networks for parents, and by building on the CBET Program.**

Areas for Improvement / Recommendations

1. Please assure that the School Readiness Program values available partners by not providing services that are available from current ECE providers and other service providers.

- Clinton Kids Club, administered by Boys and Girls Club of Garden Grove, provides, for a fee, child care and homework help for students attending Clinton School who can afford the cost.
- There is no State Preschool serving these two schools.
- There is no Head Start serving these two schools. Up until two years ago Head Start served between 20-30 children each year by bussing them into downtown Garden Grove (approximately 10 miles) for 1/2 day preschool. Two years ago Head Start had their transportation funds cut so they discontinued serving these children.
- CBET will provide Adult Literacy and babysitting classes to an estimated 105 families beginning Winter Trimester (January 2002). Both the adult education and the child care providers from CBET have requested training from school district staff on how to better spend the child care time (i.e., interaction with children vs. watching TV) and how to better model and instruct ELD to the adults. Most families from the Skylark neighborhood do not receive these services due to transportation issues.
- Templo Calvario - Mommy and Me classes, 3 mornings per week, serving 5 families, total 10 children aged 0-5. Classes conducted by volunteers from Calvary Temple in one of the vacant apartment offices. Calvary Temple also provides after school homework help for three hours each afternoon in a small trailer for current students in 1st - 6th grades (7-12 year olds) attending Clinton and Skylark Schools. This trailer can hold 20 students at a time so children rotate through the trailer at set times according to their grade level.
- Sylvia & Sylvia Day Care - They provide learning activities in Spanish for the 8 children they babysit. They have requested training from the school district on appropriate readiness skills and preschool standards. This is an example of the private child care providers in the community who are babysitting children who are not yet of

school age and whose parents work all day. There are no licensed child care facilities in these apartments, it is mainly private babysitters taking care of children in their homes.

- There are over 1,000 children aged 0-6 in the Clinton/Skylark attendance areas. 200 of these children begin kindergarten each year with no prior preschool or readiness classes. The School Readiness Program hopes to address their needs. There is a dearth of ECE providers and services in this neighborhood, which is one of the main reason for selecting this neighborhood as the target site with the most unmet needs.

2. The application did not clearly identify new and/or expanded services vs. current services being provided (e.g., Head Start, State Preschool). Please clarify these services, perhaps by using the chart format in the Santa Ana USD application.

- There are three State Preschools in Garden Grove Unified School District. They are at Rosita, Russell, and Heritage Schools. These schools are all too far away from the Clinton/Skylark neighborhood to serve these children. Additionally, these three State Preschools all have a waiting list of at least 20 children each.

- It is a goal to expand State Preschool services and hub one onto the School Readiness and Parent Resource Center planned for the site at Clinton Corner, contingent upon availability of space and the granting of this application. Garden Grove Unified hopes to pursue this goal as quickly as possible.

- State Preschool instructors, like the CBET instructors, have requested training from school district staff in readiness and preschool standards and activities.

- Up until two years ago, approximately 20-30 children per year were bussed out of this community to attend Head Start at a site in Garden Grove, approximately 10 miles from their neighborhood. As stated in question #1, two years ago Head Start lost their transportation funding and so have been unable to service any children in the Skylark/Clinton neighborhood since that time.

3. Please explain the linkages with special needs programs and services for young children (or plans to link with these services).

The school readiness grant has budgeted 25 hours of nurse time per week for health assessments. These assessments (psychological, speech and language, visual, dental, developmental and physical) will be conducted by both school district personnel and by nursing staff from both CHOC (Children's Hospital of Orange County) and Garden Grove Community Hospital. The CHOC mobile will be visiting the school readiness center every month for health assessments and referrals for all family members. Each student attending school readiness at Clinton Corner will receive a complete physical health assessment. Any student assessment indicating further need will be referred to the school district and other partners such as local clinics for follow-up and services. Children aged 3 and up will be served by the Special Education department of Garden Grove Unified where they will receive all services due to them according to legal mandates. Children younger than 3 will receive needed services through referrals to, and follow-up with, the Regional Centers.

4. Please describe the plan for on-going parent involvement in the program's design and implementation, beyond parent surveys.

At the mandatory weekly parent meetings, families will network with teachers and each other, with the goal of a unified, collaborative community system. Each parent additionally has a once per month requirement to work a full three-hour day in their child's classroom. Parents will learn teaching skills to implement at home with all their children. Through the camera project, parents will photograph themselves at home, implementing the new learnings inserviced at the weekly parent meetings. These photos will be used in further Parent Ed. classes as "how-to" visuals. They will be copied onto color overheads and disseminated throughout the school district and to the collaborative partners named in this grant. "Power parents" will be identified at weekly meetings and when they are working in the classroom. These people will be encouraged to become advocates for education and leaders in their community. These parents will serve on the Steering Committee for the Family Resource Center, providing the direction for future services and activities. By linking CBET to the Resource Center yet more involvement is expected, especially by those parents who work during the day but can attend evening classes. They, too, will be informed of all that is going on and invited to attend Steering Committee and/or provide input through the Center's Suggestion Sessions. A newsletter will be produced quarterly for every single family in the two schools, whether they are currently attending classes or not. This Resource Center will eventually be the hub the community needs to not only link resources but to also provide a venue for conversation and networking, thus empowering families toward self-sufficiency.

5. Please describe the strategies that are used (or will be used) for addressing children's language development and second language acquisition.

Second language acquisition curriculum which has been field-tested, evaluated, and chosen for the School Readiness Program includes:

- English In My Pocket (Rigby)
- Singlish
- Jazz Chants for Children and Mother Goose (Oxford University Press)
- Picture Dictionary for Kids - Multilingual w/ cassettes (Oxford University Press)
- Photo Library - Collections A,B, & C (SRA/McGraw-Hill)
- Hap Palmer cassettes - We All Live Together and Sing Along America
- Lending Library books in three languages (English, Spanish, Vietnamese)

None of this curriculum interferes or overlaps with the adopted ELD curriculum used by district Kindergarten classrooms. Weekly mandatory inservices for School Readiness Staff includes ELD standards, research, and strategies for modeling English language development techniques. These inservices will be provided by certificated school district staff with CLAD(Cross-Cultural Language and Academic Development), B-CLAD (bilingual-Spanish), LDS(Language Development Specialist), SB1969(equivalent to CLAD; 90 hours of training in ELD/SDAIE (Specially Designed Academic Instruction in English), and/or bilingual credentials. CBET instructors and Boys and Girls Club employees will be invited to attend weekly inservices. All of the bilingual staff working in the Resource Center and School Readiness Program not only teach ELD daily at district school sites to small groups of English Language Learners, but also work for the district Assessment and Registration Center which administers the CELDT(newly adopted State of California English Language Development Test) to all second language students in Garden Grove Unified (51% of the student population, 67% of incoming kindergarten students). Consequently, the staff is well-versed in the ELD standards, levels of language acquisition, and strategies which promote learning and retention of the English language.

6. Please clarify the information provided in the charts vs. the narrative relative to the number of ‘new’ children serviced through CBET early care and education services.

- Four hundred children aged 4-5 will be directly served with school readiness classes in the twelve month period of this grant.
 - 100 of these children will receive enhanced services from CBET.
 - 300 of these children will be newly served with school readiness programs.
- Last year CBET served 29 Skylark parents and 76 Clinton parents with Adult ELD/Literacy classes. Last year CBET served 68 Skylark children and 129 Clinton children (0-4) with with child care. The School Readiness/Parent Resource Center would enhance services to at least 100 children this year. It is speculated that many more families than this from Skylark School will be served this year due to the fact that they no longer need to take the bus across town to Skylark School for CBET services.
- Total enrollment at the two schools, all living within walking distance of Clinton Corner, is 1,410 students, grades K-6. This community can best be served by hubbing resources and services at one School Readiness/Parent Resource Center which is central to everyone in the neighborhood. All students served, either through new or enhanced services, will be tracked through GGUSD Computer Information Systems and the Orange County Commission POMS (Performance Outcomes Measurement System).